



Client: Johnny O'Brian

Goals , Objectives, Interventions and Strengths to Address Specific Vulnerabilities/Needs:

Vulnerability/Symptom/Need/Impairment in Daily Living 1: Chronic depressed mood, conflicts with peers, chronic irritability and frequent anger explosions.	Strengths that Support Positive Outcomes Described as able to listen to advice, estimated to be slightly above average intelligence, reported as insightful.	Source: (Diagnosis/Evaluation/Assessment Utilized as Source) 12/1/15 CANS; 1/16/16 Diagnosis of Depressive Disorder NOS by Dr. Sam Pill.; 1/15/16 Biopsychosocial History/Assessment by Group Home Clinician Mary Nice, LCSW; Dr. Pill's Psychiatric Evaluation 1/16/16 (Idea is to turn deficits upside down and write desired outcome/goal)			
Goal 1: (Anticipated Outcome) Johnny will regularly exhibit a positive mood, a calm affect and a pro-social attitude.					
Objectives (incorporate strengths as appropriate):	Service Type:	Service Description:	Session Duration	Frequency	Staff Responsible:
1A: Johnny will learn and use new non-maladaptive coping methods, new healthy self-assessment and new healthy mind frame approaches and positive view points about life, about him and others. Progress will be measured by regular positive reports from his therapist.	Individual Therapy Specific statements in the objectives will require counting, e.g. "...reduce outburst from 15 to 10/week"	Therapist Mary Nice will meet with Johnny for a one-to-one therapy session.	60 Minutes	1x/week	Clinician- Therapist/Mary Nice, LCSW



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Treatment Plan Goal Objective and Service Sample

1B: Johnny's symptoms of depression will improve with regular anti-depressant medication usage. Progress will be measured by regular reports from child's psychiatrist and youth.	Psychopharmacology	Psychiatrist Dr. Pill will meet with Johnny for medication management and progress assessment.	15 Minutes	2x/month	Child Psychiatrist/Robert Pill, MD
1C: Johnny will learn new, healthy ways of controlling his anger and will use them often. Progress will be measured by regular reports from milieu staff and youth.	Proactive Milieu Service	Milieu Coach will proactively meet with Johnny and will teach him skills that will help Johnny better control his anger. Such teachings will be chosen from a list.	15 Minutes	5 days a Week	Milieu Coach
1D: Johnny will learn and effectively use new healthy ways of engaging in healthy social interactions with peers and adults and will use them often. Progress will be measured by regular reports from	Proactive Milieu Service	Milieu Coach will proactively meet with Johnny and teach him skills that will help him engage and maintain his involvement in	15 Minutes	2 days a week (on different days than those indicated above)	Milieu Coach



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milieu staff and youth.		pro-social situations with peers and adults. Such teachings will be chosen from a list.			
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The list below would be made available to the staff for them to choose the approach to use or it could be included within the plan itself.

Proactive Milieu Teaching Service Approaches:

These are themes and working approaches that could be chosen to guide the provision of a proactively given PNMI Standard 31-conforming teaching moment (service).

1. **Problem Solving** - Helping clients identify problems and generate solutions to past situations with the aim at using pro-social and healthy skills during possible future incidents.
2. **Psycho Education** - Providing clients with information related to their diagnosis or behaviors identified in the treatment plan in order to: 1. Help them understand and manage their identified deficits and strengths 2. Teach them effective and healthy coping skills and strategies.
3. **DBT Skills Teaching** - Milieu staff teaches DBT skills to the client as a response to his or her treatment plan-identified needs and/or as a response to daily life events but always with a clear connection to the client's treatment plan-identified goals and objectives.
4. **Social Skills Instructions** - Milieu Staff teaches the client new social skills or reviews already learned ones. Staff teaches him social skills that will allow him to appropriately relate to others and teaches him new ways of thinking about and characterizing self and others, relating to others, listening to others, empathizing with what others are feeling, judging others without bias, adjusting expectations of self and others, accepting criticism, etc.



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5. **Reinforcement** - Praising earlier behavior that demonstrated the use of an already learned skill **and** reviewing the specific skill or skills she used **as well as** discussing possible future situations when the same pro-social, healthy skills could be used and how.
6. **Emotion Regulation Coaching** - Milieu staff teaches the client new DBT or other skills to use when managing uncomfortable emotions.
7. **Cognitive Reframing** - Milieu staff teaches the client new thinking and acting strategies that will allow her to replace negative self and others-assessment and negative thinking and acting with positive ones.
8. **Role Playing** - The milieu staff and the client role play made up situations and scenarios to effect positive change in their future behavior and way of thinking.
9. **Activity-Based Teaching** - The milieu staff engages the client in play or other positive and rewarding activities and, during it, new social and behavioral skills and new positive thinking strategies are taught to the client or already learned ones are reviewed and practiced. (This includes life skills teachings)
10. **Preparation Pre-Activity** - The milieu staff meets with the client before an activity takes place where he will need to use learned skills be it social skills or other types of skills. Those skills are reviewed and discussed as it appertains to the activity to take place. Such activities could be outings, sporting activities, socializing activities in the community, parties, meetings, **home visits**, etc.
11. **Anger Management Teaching** - The milieu staff meets with the client and reviews already learned anger management skills or teaches new skills to the client by using strategies such as role playing, using a written list of **defined** anger management techniques and discussing one or more, using other teaching tools, engaging in a practicing-the-skill exercise, etc.